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ABSTRACT

Three separate papers related to the Oregon Right to Read program are contained in this document. The first paper discusses the program and its objectives, considering such topics as staffing, preparation, organization and management of a quality community reading program, maintenance and dissemination of materials and information, the developmental reading program accommodating subpopulation, and diagnosis and prescription in the program. The second paper in this document states the criterion of excellence in reading programing and includes a scale to rate a local education agency's performance in relation to the criterion. The third paper is designed to be supplementary to the Right to Read planning kit. The first section can be used for the assessment and planning of cost effectiveness of an entire reading program of a district, school grade, or elements of a reading program such as the Title I contribution. The second section is a student progress plan designed to assess individual students' reading performance and to monitor progress during the school year. (TS)

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PRELIMINARY DRAFT

THE

OREGON CRITERIA OF EXCELLENCE

IN READING PROGRAMMING

April 15, 1974

Oregon State Department of Education

CS 001 818

STAFFING, PREPARATION, AND IN-SERVICE EDUCATION FOR PERSONNEL ASSOCIATED WITH THE QUALITY COMMUNITY READING PROGRAM

Each Local Education Agency * has identified someone within the LEA's staff whose job description includes the authority, responsibility, and time for the development and maintenance of a quality school and community reading program.

The Oregon Right to Read plan has two basic dimensions. One dimension is that of the State of Oregon making direct technical assistance available to each public and nonpublic administrative unit for a sustained period of time in order that a school and community reading program may be built which will meet certain generally accepted criteria of excellence.

The second dimension is that of encouraging the identification of an individual within each public and nonpublic administrative unit who will be designated by the local board of education as the director of reading for the administrative unit.

The latter dimension is thus calling for the creation of a position to be known as "Reading Director" with individuals being prepared by the State Right to Read staff to assume these positions.

In order for a person to function effectively in a leadership position such as that of Reading Director, there must not only be an assignment of responsibility but an accompanying amount of authority and time.

* Local Education Agency (LEA) means school districts, private schools, state institutions, or special schools.

There is a program of preparation in the instruction of reading skills for all substitute teachers and/or non-certificated staff who work in the classroom, such as teacher aides, volunteers, and other auxiliary personnel associated with the reading program.

Just as the teaching and administrative staffs must come to possess a very real understanding of the LEA's reading program so too must the substitute teachers and the noncertificated staff who assist in the classroom and work with learners. The regular teacher's absence from duty should not result in a marking of time when a substitute teacher is present. Developing a cadre of substitute teachers who are almost as knowledgeable of the LEA's curriculum as is the regular classroom teacher is perhaps the most likely way to preclude this waste from occuring.

The noncertificated staff who assist teachers within the classroom and who work with learners must possess at least a general understanding of the LEA's curriculum and methods in order that the learner's time be as productive as is possible.

These auxiliary personnel associated with the school must receive the preparation that will allow them to perform their duties in the manner intended.

There is a cadre of trained volunteer reading helpers.

Most people agree that some individuals require more time than others to learn a given skill.

A well-trained voluteer reading tutor working under the supervision of the teacher can create the needed time required by some children to learn what is being taught. The volunteer can provic the additional contact time needed and deserved by some learners while not placing an additional expense on the school budget. The same principle holds true for adult learners.

Volunteers should be familiar with the curriculum used in the school and the resource materials which accommodate it.

There is ongoing in-service education that is both intensive and extensive for the total certificated staff.

Ensuring that the teaching, supportive and administrative staffs of a local education agency know and understand their reading program is an essential component of both the national and state Right to Read effort. Included in this knowledge would be the understanding of (1) the rationale of the authors of the adopted reading curriculum, and (2) the specifics which the adopted curriculum proposes for instruction, (3) the methodology recommended by the authors of the adopted reading curriculum, and (4) the organizational patterns, evaluation of learner progress, and administrative procedures (defined by the LEA) which govern the conduct of the reading program.

Local reading directors need to be involved in the planning and implementation of the intensive as well as extensive in-service education program. Sufficient time and resources should be available to the reading director to carry out effectively the in-service program.

There is an established incentive program for teacher in-service education in reading.

There are several options available to boards of education as they seek to establish incentives which may be offered to staff members to encourage participation in in-service education programs. One alternative would be to recognize in-service credits which would apply to a change of salary schedule column. A second possibility would be the practice of paying a stipend to staff members who enroll in and complete in-service education courses which carry no academic credit. Another option would be to effect a cooperative agreement with institutions of higher learning so that academic credits can be earned for the in-service courses designed to focus on the local reading program. There will certainly be other incentives which may be identified by the LEA.

Opportunities are provided to junior and senior high school teachers in their subject areas to develop the competencies which will allow them to accomodate the varying reading achievement levels of their students.

Only one-third to one-fourth of the pupil population has attained the needed competencies for true independence in reading by grade six. This has real implications for junior and senior high school teachers in areas where there is heavy reliance upon the use of printed material.

It is for this reason that junior and senior high school teachers must be made sensitive to the problem that exists, knowledgeable as to adjustments that can and should be made in their instructional programs, and aware of the teaching practices which may allow these learners to better handle printed materials.

The total post elementary teaching staff should be able to demonstrate the ability to assist all learners to read materials in the various subject areas more efficiently.

Junior and senior high school teachers designated as reading teachers have a demonstrated knowledge of developmental reading as it relates to their local curriculum.

Continuation of instruction in developmental reading must be provided for all individuals, especially those who have not demonstrated the competencies associated with the completion of elementary school.

It is recommended that the staff of the post elementary school consist of enough personnel to assist those individuals in gaining reading independence. Staff assisting these individuals should have adequate time to work with designated learners as well as have needed competencies.

ORGANIZATION AND MANAGEMENT OF THE QUALITY COMMUNITY READING PROGRAM

There is coordination of all the administrative facets of the reading program.

A learner may receive reading instruction from parents, classroom and/or supportive personnel as well as a variety of public and private resources in the community. It is imperative that coordination of all such agencies and/or institutions be present to ensure continuous instruction and to avoid duplication of effort.

There is a record keeping system for individual learners.

There is a record keeping system for individual learners.

In order for a continuous progress type of organization to function effectively, it must be possible for the teacher to readily ascertain the specific reading skills of each learner. This may be accomplished through the establishment and use of a reading record that is cumulative in nature, and that is used to continually record the progress of each learner in the area of reading.

MAINTENANCE AND DISSEMINATION OF MATERIALS AND INFORMATION RELATED TO THE QUALITY COMMUNITY READING PROGRAM

There exist quality school, public, and institutional library-media resources and services that are readily accessible in order that they be maximally utilized.

Children and adults must not only be taught how to read, but they must be assured of the opportunity to use reading as a means of securing knowledge and enjoyment. Certainly the greatest repository of the printed and nonprinted materials that can be used for either or both of these twin purposes by our youth and adults is the library and media center.

Each elementary and secondary school should provide a quality library-media center that is operated on an open basis (summer and evenings) in order that community members as well as students may have easy access to the holdings. The library-media center must be staffed by the type of professional and supportive personnel who are adept at nurturing a love of reading as well as assisting in the location and use of materials within the resources of the library-media center.

There is an effort made to reproduce quality instructional and practice materials for distribution to the teachers of reading. Materials that allow learners to work independently should relate to the defined local curriculum.

When teachers plan for instruction in order to accommodate the differences that exist among learners, materials must be developed and provided to facilitate curriculum operations. Generally, practice materials of this nature that articulate with the foundation curriculum are unavailable from commercial sources or are too expensive. The need is great, but the time that would be required for teachers to generate their own supply would be excessive. It is for that reason that an LEA must address itself to the resolution of the problem if it truly expects that its teaching staff will implement instruction in reading.

The reading curriculum is defined and made available to the public.

The LEA should be able to identify its curriculum when asked, "What specifically do you teach in the area of reading?" The staff should be involved in the development of the reading curriculum. The staff should also possess a complete understanding of the goals of the reading program and the competencies necessary to meet those goals. In addition, the staff should have the knowledge needed to develop a hierarchy of reading skills.

The results of the effectiveness of the reading program are made available annually to interested community members.

The community has the right to know whether or not expenditures for the reading program are producing positive results; therefore, the LEA is responsible for assessing the effectiveness of the reading program annually and making those results available to interested community members.

DIAGNOSIS AND PRESCRIPTION IN THE QUALITY COMMUNITY READING PROGRAM

There is accommodation for the varying moments and degrees of readiness, varying rates and styles of learning, and special needs and problems of all participants in the reading program.

Most support the existence of individual differences. Differences that exist among individuals of comparable age may present very real implications for instruction. Individuals differ in terms of when they are ready or can be made ready to begin to learn to read; how long it takes to learn the specifics of the reading curriculum; and in terms of special needs and atypical problems that some manifest. Therefore, there should be an organization which translates this into reality. If individuals are always taught for mastery, they should be ready for the next level of learnings that are proposed in the curriculum sequence.

There is a complete diagnostic testing system which includes the use of criterion-referenced instruments.

The testing program defined by the LEA should include the use of criterion-referenced instruments to determine mastery of essential elements of the articulated curriculum. Criterion-referenced instruments, because of their content validity, provide the data necessary for determining the need for reteaching.

There is a system for identifying learners with physical limitations which may impair learning. All available school and community resources will be utilized for screening.

Appropriate personnel will be utilized for further evaluation when evidence of limitations is present. The screening should provide adequate analysis and evaluation for planning programs of remediation. This screening should be available to all students, including transfer and new pupils.

THE DEVELOPMENTAL READING PROGRAM IN THE QUALITY COMMUNITY READING PROGRAM ACCOMMODATING SUB-POPULATION

There is an appropriate developmental reading curriculum provided for all learners, levels K-12.

There must be a curriculum provided for each learner moving through the reading program at a rate and level that is commensurate with his abilities. This includes provisions for the gifted learner as well as accommodations for the learner who needs more time to master the same curriculum.

There are curriculum adjustments in other subject areas for the learners who are unable to cope with the reading materials.

Concern must be demonstrated for those learners lacking the necessary tools to move through reading materials in the subject areas. A flexible instructional program considers the needs of the underachiever and provides the environment in which teachers may develop or have available those materials that allow these learners to succeed.

Racial, cultural, and sexual differences that may have implications in terms of curriculum, methodology, organization, administration, and materials should be recognized and accommodated by the reading program.

The multi-ethnic/multi-cultural approach accommodates those factors which may affect attitudes toward self and subsequently influence the learning process. Learners should be able to maintain, expand and integrate their cultural background with what may be new values, traditions, and viewpoints. Materials should expand upon unique characteristics of the learner's cultural background as well as allowing him/her to identify with his/her cultural background.

Similarly, the school curriculum, organization and administration should attempt to reflect the population served.

Communities should work actively to utilize multi-ethnic/multi-cultural materials that reinforce and enrich the reading and learning experience for all.

There is provision made for gifted and/or high achieving learners.

A structure should be provided to allow high achieving students to move with maximum facility. The materials should be challenging to the exhibited potential.

There is a reading program available for the adult population.

There should be an effort made to make the populous aware of the various agencies that offer assistance to the adult in gaining basic functional reading skills.

Efforts should be made to locate, recruit, and encourage participants for an adult reading program.

Reading curriculum, resources, and facilities should be available to meet the needs of the adult population in the community. All resources and facilities in the community (including public facilities) should be considered.

There is an articulated quality pre-primary component that involves parents.

Communication between parents, pre-primary educational centers, and the schools is needed in establishing consistent basic expectations for entry into the primary grades.

A quality pre-primary component should have, as a dimension, a parent education program designed to help families turn their children's environments into learning experiences. The parent education program would address those language considerations upon which success in beginning reading is apparently based.

There is continuous progress organization of the reading curriculum so as to preclude gaps and omissions.

Continuous progress means that learners will be provided with a reading curriculum that guarantees sequential skill development in reading.

In order for learners to develop the skills needed to become literate functional members of society, new competencies should be mastered sequentially at a rate at which the learner is comfortable, utilizing appropriate approaches and techniques based on continuous diagnosis and evaluation.

Continuous progress encompasses coordination of all components of the reading program.

COMMITMENT TO THE QUALITY COMMUNITY READING PROGRAM

There is a commitment by teachers of reading to student learning.

Many factors must be present in order for learning to take place. The teacher must recognize that learning may not take place automatically after the presentation of the lesson. Follow-up, reteaching, individual attention may be required to assist learners to master needed skills.

All staff including administrators at every level should demonstrate their commitment to the importance, pleasure, and need for reading.

Commitment of administrators and staff is necessary in order for real change to take place. Programs must be supported by the total staff to be successful and effective. Student attitudes are often affected by educational models.

INTEREST AND ENJOYMENT IN THE QUALITY COMMUNITY READING PROGRAM

The reading program makes special provision for helping learners to perceive reading as an enjoyable activity.

Too often mastery of skills is stressed with no attempt to highlight the total process and its worth in personal fulfillment. Development of skill competencies is sometimes less than exciting which may "turn off" learners to the enjoyable aspects of the reading experience. Learners moving through any facet of the reading curriculum should be encouraged to view the reading act, not only as a necessary activity, but a pleasant one.

EVALUATION OF THE QUALITY COMMUNITY READING PROGRAM

There is provision made to periodically evaluate the effectiveness of all facets of the reading program.

The evaluation process in any educational program is vital to its improvement and refinement. In order to "get the most" of the public dollar in terms of producing a literate populous, processes, materials, personnel, procedures, etc., must be reviewed. The review should be comprehensive in terms of all components of the system as well as objective in terms of meeting articulated program goals, competencies, and criteria of excellence.

CS001818

RIGHT TO READ PROGRAM
April 15, 1974

THE CRITERIA OF EXCELLENCE IN READING PROGRAMMING *

DIRECTIONS: Listed below are the statments found in the Criteria of Excellence in Reading Programming. Below each criterion is a scale on which you are to rate your Local Education Agency's** performance in relation to the criterion as manifested by the statements on either side of the page. The column at the left represents no attempt to respond to the stated criterion. The column at the right represents total manifestation of the stated criterion.

** Local Education Agency (LEA) means school districts, Private schools, state institutions, or special schools.

STAFFING, PREPARATION, AND IN-SERVICE EDUCATION FOR PERSONNEL ASSOCIATED WITH THE QUALITY COMMUNITY READING PROGRAM

Each Local Education Agency has identified someone within the LEA's staff whose job description includes the authority, responsibility, and time for the development and maintenance of a quality school and community reading program.

No one has the responsibility for the school and community reading program in the LEA.

1 2 3 4 5 6 7

Remarks:

The LEA has approved the position of Reading Director and one person has been selected for the position. This selected person has adequate time and authority to implement needed strategies to improve and deliver services that meet the needs of all school, adult and pre-primary populations.

* Developed by the Oregon Right to Read Advisory Committee and the Oregon Right to Read Pilot Program.

There is a program of preparation in the instruction of reading skills for all substitute teachers and/or non-certificated staff who work in the classroom, such as teacher aides, volunteers, and other auxiliary personnel associated with the reading program.

There is no program of preparation for substitute teachers, teacher aides, volunteers, etc. prior to service in the reading program.

1 2 3 4 5 6 7

Remarks:

There is a minimun of 15 hours of preparation for all substitute teachers teacher aides volunteers, etc., prior to service in the reading program.

The preparation should include:

1. instructional techniques
2. record keeping
3. administrative framework
4. physical plant
5. materials
6. competencies being developed at each level
7. operation of equipment
8. other

There is continuous updating of new materials, techniques, etc.

The in-service is planned by the Reading Director and staff.

There is a cadre of trained volunteer reading helpers.

There is no program for the recruitment or training of volunteers in the LEA. Volunteers are not welcome in the school.

1 2 3 4 5 6 7

Remarks:

Volunteers are welcome in the school by the staff and administrators.

There is a current list of persons willing to volunteer their time.

There is an organized program of recruitment.

There is a minimum of six hours training for volunteers to include:

1. materials available
2. needed competencies
3. administrative framework
4. record keeping system
5. physical plant
6. other

All volunteers take part in training program.

The training program is planned by the Reading Director and staff.

There is ongoing in-service education that is both intensive and extensive for the total certificated staff.

There is no provision made for in-service in the LEA.

1 2 3 4 5 6 7

Remarks:

There are periodic (not less than monthly) programs of in-service to include:

1. rationale of authors of adopted curriculum
2. specifics of the curriculum for instruction
3. recommended teaching methods/approaches
4. evaluation process
5. record keeping procedures
6. administrative and organizational framework
7. training and working with aides, volunteers, etc
8. instructional reading level
9. diagnosis/prescription
10. reading in the content area
11. school resources
12. multi-cultural/multi-ethnic materials and approaches to learning
13. other

A minimum of four hours per month is allowed for the Reading Director to prepare in-service.

Release school time is provided for participants to attend the in-service programs.

There is an established incentive program for teacher in-service education in reading.

There is no arrangement with the local board of education, college, or university to award credit and/or salary increment for in-service.

1 2 3 4 5 6 7

Remarks:

There are arrangements made with the college or university to apply in-service time toward academic credit.

There is a system in operation approved by the LEA board of education in regard to receiving salary increment for credit earned in in-service.

There is continuous communication between the Reading Director and the college and university.

Opportunities are provided to junior and senior high school teachers in their subject areas to develop the competencies which will allow them to accommodate the varying reading achievement levels of their students.

There is no provision made within the LEA for the development of competencies in reading instruction needed by the teachers at the junior and senior high school levels.

1 2 3 4 5 6 7

Remarks:

There is an in-service program for junior and senior high school subject matter teachers to include:

1. instructional methods and materials
2. determination of instructional reading level
3. how to determine difficulty of reading material
4. how to determine concept difficulty
5. how to recognize students having difficulty
6. how to adjust instructional methods, approaches, materials, etc., to accommodate learners experiencing difficulty
7. multi-cultural/multi-ethnic materials and approaches to learning
8. other

In-service is planned by the local Reading Director and designated reading teachers.

There is a yearly assessment of staff competencies in reading instruction.

Junior and senior high school teachers designated as reading teachers have a demonstrated knowledge of developmental reading as it relates to their local curriculum.

There is no provision made within the LEA to provide reading services at the junior and senior high school level.

1 2 3 4 5 6 7

Remarks:

At the junior and senior high school levels, there is at least one full-time reading specialist on staff to provide specialized services in reading with the appropriate support personnel based on assessed needs.

There is a developmental reading program in operation as well as a system of identification of learners experiencing difficulty.

The reading teachers at the junior and senior high school levels have demonstrated their knowledge of the developmental reading program.

Volunteers, aides, etc., are available to assist learners.

ORGANIZATION AND MANAGEMENT OF THE QUALITY COMMUNITY READING PROGRAM

There is coordination of all the administrative facets of the reading program

No provision has been made for the identification of community resources related to tutoring, adult education, pre-primary programs, etc.

1 2 3 4 5 6 7

Remarks:

There is a system of identification of existing:

1. tutoring services
2. adult education services
3. pre-primary programs
4. parent education services
5. diagnostic services
6. other

There is a system of information dissemination to parents, school personnel, etc.

There is communication among and between community resources and the Reading Director.

There is a record keeping system for individual learners.

There is no record keeping system in operation in the LEA.

1 2 3 4 5 6 7

Remarks:

There is a skill information sheet maintained for each learner that lists reading skills.

There is a system by which the information sheet is updated daily.

There is a system by which the skill sheet follows the learner room to room, grade to grade, school to school, and program to program.

MAINTENANCE AND DISSEMINATION OF MATERIALS AND INFORMATION RELATED TO THE QUALITY COMMUNITY READING PROGRAM

There exist quality school, public, and institutional library-media resources and services that are readily accessible in order that they may be maximally utilized.

There is no provision made within the LEA for the use of the library-media center in the evenings and summers.

1 2 3 4 5 6 7

Remarks:

Each school has in operation a system by which the existing library-media center is open to the school and community population evenings and summers.

A schedule has been developed including a roster of school personnel, teachers, librarians, teacher aides, volunteers, etc., to staff the library-media center.

The library-media center is open at least 50 percent of the after-school hours (4:30 p.m.-10:00 p.m.) and 85 percent of available summer hours (9:00 a.m.-9:00 p.m

The public and institutional library-media resources are utilized and included in plans for making services available to school and community members.

Special efforts have been made to encourage members of the community to use all library-media services.

There is an effort made to reproduce quality instructional and practice materials for distribution to the teachers of reading. Materials that allow learners to work independently should relate to the defined local curriculum.

There is no provision in the LEA for the reproduction and distribution of teacher-made materials.

1 2 3 4 5 6 7

Remarks:

There is a system in operation that catalogues teacher-made practice and instructional materials for distribution throughout the LEA.

There is a system in operation at the building level that encourages teachers of reading to share materials.

There is a designated place within the LEA for the reproduction and distribution of instructional and practice materials.

The reading curriculum is defined and made available to the public.

There is no provision in the LEA for making the current reading curriculum available to the community. Staff is not involved in the development of the reading curriculum.

1 2 3 4 5 6 7

Remarks:

The LEA has available to members of the community the approved current reading curriculum articulated in language that the public at large can understand.

The reading curriculum dissemination point is centrally located.

Staff is involved in the development of the reading program.

Staff understands the goals of the reading program and the competencies necessary to meet the goals.

Staff has developed a hierarchy of reading skills.

The results of the effectiveness of the reading program are made available annually to interested community members.

There is no provision in the LEA for disseminating information about reading achievement.

1 2 3 4 5 6 7

Remarks:

The LEA annually provides data concerning the progress of learners in that community.

There is a system in operation for the collection and distribution of reading scores.

DIAGNOSIS AND PRESCRIPTION IN THE QUALITY COMMUNITY READING PROGRAM

There is accommodation for the varying moments and degrees of readiness, varying rates and styles of learning, and special needs and problems of all participants in the reading program.

There is no provision within the LEA for the individual differences in learners in terms of style, rate, and time of learning.

1 2 3 4 5 6 7

Remarks:

Teachers in the LEA are encouraged to become familiar with and employ various approaches, techniques, etc.

There is opportunity provided as well as materials and staff to determine the needs of individual learners.

There is a system in operation that allows each learner to be taught at his/her instructional level.

All teachers subscribe to the teaching of learners at their instructional reading level.

All teachers in the LEA have the tools and needed background knowledges to determine instructional reading level for each learner.

There is a complete diagnostic testing system which includes the use of criterion-referenced instruments.

There is no provision in the LEA for the diagnosis of learners.

1 2 3 4 5 6 7

Remarks:

There is a system in operation for the diagnosis of each learner.

The LEA has available and makes us of criterion reference instruments for use in diagnosis.

There is adequate personnel to administer and score instruments utilized in diagnosis and to provide for reteaching when necessary.

The results of diagnostic procedures are immediately available.

There is a system for identifying learners with physical limitations which may impair learning. All available school and community resources will be utilized for screening.

There is no provision in the LEA for the identification of physical limitations of learners nor a system of referral.

1 2 3 4 5 6 7

Remarks:

There is adequate staff to perform vision and hearing screening to all pupils in the LEA at least, once a year.

The system allows for the testing of transfer students.

The LEA has on hand the list of referral agencies for those who need further services.

Provisions are made for adult and pre-primary screening.

Information from screening is immediately available.

THE DEVELOPMENTAL READING PROGRAM IN THE QUALITY COMMUNITY READING PROGRAM ACCOMMODATING SUB-POPULATIONS

There is an appropriate developmental reading curriculum provided for all learners, levels K-12.

There is no developmental reading curriculum in operation in the LEA.

1 2 3 4 5 6 7

There is an articulated developmental reading curriculum in the LEA for levels K-12.

Remarks:

There are appropriate materials, staffs, aides, etc., available for implementing the reading curriculum.

There are curriculum adjustments in other subject areas for the learners who are unable to cope with the reading materials.

There is no adjustment made in subject areas for underachievers in the LEA.

1 2 3 4 5 6 7

The LEA recognizes that adjustments must be made for underachievers.

Remarks:

Teachers, curriculum specialists, subject area teachers, etc., are encouraged to develop materials that will meet the needs of underachievers.

Those involved should have adequate time for the development of such materials.

The instructional program is flexible enough to allow for variation in achievement.

Racial, cultural, and sexual differences that may have implications in terms of curriculum, methodology, organization, administration, and materials should be recognized and accommodated by the reading program.

There is no provision made in the LEA to utilize the multi-ethnic/multi-cultural approach to learning.

1 2 3 4 5 6 7

The LEA makes use of a multi-ethnic/multi-cultural approach to the teaching of reading by such things as utilizing materials that represent many cultural and ethnic backgrounds and providing role models that include more than traditional sex roles.

Remarks:

There is provision made for the gifted and/or high achieving learners.

There is no provision in the LEA for gifted and high achieving learners.

1 2 3 4 5 6 7

There is a system in operation that identifies the gifted or high achieving learners.

There is provision made for these learners to move at their rate through the approved curriculum.

There are materials available that challenge gifted or high achieving learners but assure sequential skill development.

There is an enrichment program for gifted or high achieving learners that is coordinated in all subject areas.

Remarks:

There is a reading program available for the adult population.

There is no provision or interest in providing instruction in reading for the adult population.

1 2 3 4 5 6 7

There is an attempt made to identify and provide reading instruction services for adults (16 and over) by conducting a community needs assessment or by contacting such agencies as the Golden Agers, other senior citizen groups, the armed forces, etc.

There is a current list of school and community resources that provides basic reading instruction so that appropriate referrals may be made.

Remarks:

There is an articulated quality pre-primary component that involves parents.

There is no provision within the LEA for the pre-primary child.

1 2 3 4 5 6 7

Remarks:

There is communication and cooperation between the Reading Director and existing pre-primary services.

There is an organized effort to educate parents of pre-primary children to the readiness kinds of activities that may be carried on in the home through the development and dissemination of handbooks, offering classes, etc.

Expectations for entry into the primary grades is articulated and agreed to by existing pre-primary service agencies, primary teachers and the LEA board of education.

There is continuous progress organization of the reading curriculum so as to preclude gaps and omissions.

There is no provision in the LEA for continuous progress organization.

1 2 3 4 5 6 7

Remarks:

Time is recognized as a variable not as a constant in reading instruction.

Records of the learner's acquired skills are available to teachers promptly so that new instruction may begin at that point.

COMMITMENT TO THE QUALITY COMMUNITY READING PROGRAM

There is a commitment by teachers of reading to student learning.

Teachers of reading believe that learning is complete and their responsibilities end when the lesson for the day is presented.

1 2 3 4 5 6 7

Remarks:

Teachers of reading are committed to the learner as manifested by:

1. keeping abreast of current innovations in the field of reading
2. following up recommendations of specialized staff

3. providing adequate reinforcement for concepts and skills
4. teaching to each learner's instructional reading level
5. teaching for mastery
6. developing a means of assessing whether learning has taken place
7. other

All staff including administrators at every level should demonstrate their commitment to the importance, pleasure, and need for reading.

Administrators in the LEA are not <u>directly</u> committed to the reading program.

1 2 3 4 5 6 7

Remarks:

Administrators in the LEA demonstrate commitment to reading as a pleasurable and profitable task by such things as:

1. being a model
2. taking part in community and school reading activities
3. supporting and lobbying for reading and reading related concerns
4. being an active participant in the planning and implementation of the reading program.

INTEREST AND ENJOYMENT OF READING IN THE QUALITY COMMUNITY READING PROGRAM

The reading program makes special provision for helping learners to perceive reading as an enjoyable activity.

Reading is perceived as having only a utilitarian purpose.

1 2 3 4 5 6 7

Remarks:

The LEA encourages reading as an enjoyable and recreational activity through such things as:

1. reading clubs at school
2. book fairs

3. high interest library collections
4. supportive attitude of staff
5. public and institutional library programs
6. other

EVALUATION OF THE QUALITY COMMUNITY READING PROGRAM

There is provision made to periodically evaluate the effectiveness of all facets of the reading program.

The LEA makes no provision for evaluation of the total reading program

1 2 3 4 5 6 7

Remarks:

The LEA yearly assesses:

1. staff competencies in reading instruction
2. achievement of learners
3. participation of volunteers
4. training and in-service components
5. diagnostic/prescriptive procedures
6. adult and pre-primary components
7. other

THE RIGHT TO READ PROGRAM

SUPPLEMENTARY INSTRUMENTS

A. Program Performance Plan

B. Student Progress Plan

Prepared for the Oregon
State Department of Education

September 1974
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Lake Oswego, Oregon

OS 001 818

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I. INTRODUCTION

Reading has been recognized as one of the most important programs in education and has been assigned one of the highest priorities by the Oregon State Department of Education.

Subsequently most educational institutions in this state have developed plans, appropriated special funds and spent a great deal of time and money on the development of reading programs. This special effort, coupled with a number of federal programs and funds have led to the proliferation of innovative practices, supplementary and remedial instructional staffing and supplies as well as significantly increased costs of reading instruction.

On the other hand, there has been a lack of concise and uncomplicated assessment and planning instruments to analyze the costs and benefits of programs or their elements.

The **Program Performance Plan** which is described in the following pages is designed to meet this need.

It can be used for the assessment and planning of cost effectiveness of an entire reading program of a district, school, grade or elements of reading programs such as the Title I contribution, etc.

It is designed to be supplementary to the Right To Read Planning Kit and should ultimately be incorporated into its appropriate phases.

The Student Progress plan is designed to:

a) Assess individual student's reading performance at the beginning of the school year.

b) Plan and monitor student progress during the school year.

c) Assign basic and supplementary learning materials.

d) Plan minimum weekly hours of reading for individual students.

II. The Program Performance Plan

A. Criteria, Accounts and Parameters

The Program Performance Plan (exhibits 1 and 2) is designed to reflect six key measures of program performance.

1. Direct instructional expenditure (Line 22)

   This consists of

   a) Instructional salaries (including fixed charges)

   b) Instructional supplies and services

2. Enrollment (Line 23)

3. Cost per student (Line 24)

4. Achievement (Line 26)

5. Attrition or mobility (Line 27)

   a) Attrition reflects the percentage of students who dropped out or failed.

   b) Mobility reflects the percentage of students who remained in the same school or school district for a given period of time.

6. Humanization

   a) Degree of personal attention to individual students. This factor depends largely on the student/staff ratio.

   b) Interest level and motivation value of the program

   c) Relevance.

B. Time Frame

The respective data for each of the measures and supporting accounts are computed and entered for a number of fiscal years - normally four.

The first or base year serves as a frame of reference. It would be in most cases last year or the year before improvements are implemented.

The last column on the right represents the norm or standard; it reflects full implementation of a program of improved reading performance.

C. Cost and Productivity Data

Cost and productivity data are entered on lines 1-24.

Lines 1-22 reflect direct instructional expenditures for the program under consideration.

The description and account codes follow the chart of accounts for public schools in Oregon and should be obtained directly from budget instruments or financial records available in the business office of the school district.

All cost data are shown in dollars.

The financial records as well as the budget does not normally allocate expenditures to individual instructional programs.

Therefore, the **Program Performance Plan-Worksheet** (exhibits 3 and 4) has been provided to ease the allocation of instructional salaries to programs.

It contains columns to list the names, functions as well as annual salaries for all staff members included in the 200 account series.

The column "Key" reflects the portion of the person's salary pertaining to the program.

For instance if a teacher, Mrs. White, has an annual salary of $10,473 and devotes .3 of her time to reading, then .3 should be entered in the "Key" column and an amount equal to .3 of her salary should be entered under the heading "Allocation."

The determination of the salary allocation key is at times more difficult. For instance, in cases where reading is a byproduct of another educational program such as Head Start, kindergarten, social studies, etc., an estimate should be made of the portion of the program which could be considered a contribution to reading. For instance, one could estimate--by consensus--that .2 of a social studies program represents its contribution to reading.

There is no scientific or accurate method to compute this allocation, but this is not of major importance as long as the method is consistent within a school or district or over the time frame which is used for comparison.

It is advisable to maintain supplementary records which indicate how the allocations were arrived at for future reference.

Basically there are two methods of allocation recommended:

1. Direct Method ("A")

   This is an estimate of the portion of an account directly pertainable to the program under consideration.

2. Allocation by Number of Students ("B")

   In some cases the direct method may become too cumbersome.

   An example would be library books and instructional materials. (Line 15) This normally would consist of a multitude of different expenditures and it would be very time consuming to identify and examine each one.

   In those cases the allocation by number of students is recommended. That means the total expenditure shown in the budget for account 227 is allocated to the program in the same proportion as the total number of students in the institution to the number of students in the program under consideration.

If for instance the total expenditure in Washington Elementary School for library books and instructional materials (Account 227) is $5,490 and the total number of students in the school is 610, then 61 students represented as enrollment in the reading program is .1 of the total student body. Therefore, .1 of $5490 = $549 should be entered as the pertinent expenditure.

The letter "A" and "B" in the allocation column should indicate which allocation method has been used.

Please note that line 23, enrollment, should be stated as full time equivalent student. For instance, if 305 students participate in reading instruction, but if only one fifth of the total instructional time is devoted to reading, the number of participating students--305-- should be divided by five to obtain the number of full time equivalent students -61 (See further explanation on exhibit 5)

The program productivity index reflects the program productivity in relation to the desirable productivity for the target year (in the example the target year is 1976-77)

Before the productivity index can be computed, the cost per student data on line 24 must be deflated. The assumed

annual inflation factor for salaries and cost is shown at the bottom of exhibit 2. In the example it is 7%.

The deflated values are as follows:

Cost per student	1973/74	$1,200 ÷ 1.00 = 1,200
	1974/75	$1,210 ÷ 1.07 = 1,130
	1975/76	$1,290 ÷ 1.14 = 1,130
	1976/77	$1,370 ÷ 1.23 = 1,130

The program productivity index is computed by dividing the deflated value of the cost per student for the target year by the deflated cost per student for the year under consideration and multiplying the result by 100.

For instance: Computing the productivity index for the year 1973/74

Deflated value of cost per student for the year (1976/77) $1,130

Deflated value of cost per student for year under consideration (1973/74) $1,200

Therefore:

Productivity index for 1973/74 = $\frac{1,130 \times 100}{1,200} = 94$

D. Quality Data

Quality data are expressed as point values along a scale on which 100 points represent the desired goal.

In order to specify each quality measure (benefit) as well as the performance indicators, test methods and point values - **Benefit Specification** forms have be provided (Exhibits 6-11).

For each quality measure such a form must be completed.

Exhibits 7-11 show examples for each of the quality measures used in the program performance plan (Exhibit 2).

The program quality index (Line 32 on Exhibits 1 and 2) is the average of Lines 26, 27 and 31.

The program performance index (Line 33) is the average of lines 25 and 32. It reflects the relationship of program performance for any given year to the present performance.

E. **Program Performance Plan For Schools Using the New Accounting and Budgeting System.**

Exhibit 14 shows an example of the Program Performance Plan with account codes based on the New Accounting Handbook II Revised.

All further explanations and definitions can be found in the School Business Management Bulletin--SBM-73-1--published by the Business Systems section of the Oregon Department of Education 1973.

III. The Student Progress Plan (Exhibit 12 and 13)

The **Student Progress Plan** should be prepared for each individual student.

Under the heading "Learning Materials" the basic as well as the applicable supplementary media should be listed.

Those materials which the student should use or master in a given year are provided with a **checkmark.**

Whenever a booklet has been completed, the data is entered in the left hand column.

The bottom portion of the instrument is designed to plan and monitor student progress.

It assumes the existence of a structured and sequenced ladder of skills for each skill area, such as word recognition, vocabulary etc.

For every skill step point values are assigned on the **scale ranging** from 0-100, where 100 points represent the objectives required for 12th grade.

A few weeks after the beginning of the school year criterion **referenced** tests are administered and the resulting point values are entered under the heading "Beginning."

At the same time the expected progress is charted by estimating and entering the point values under the heading "End of Year-Projections."

Corresponding data are entered for the beginning and projected assessment scores, for instance the annual scores of the Metropolitan Tests.

Furthermore the minimum weekly levels of reading are determined.

During the month of December, progress is recorded in the appropriate column and the minimum weekly hours of reading may be adjusted.

At the end of the year, the actual achievement data are entered.

IV EXHIBITS

EXHIBIT 1

PROGRAM PERFORMANCE PLAN

PROGRAM				PREPARED BY:		DATE		PRELIMINARY				
				APPROVED BY:		DATE		FINAL				
CRITERIA	ACCOUNT		LINE	ALLOC.	19__ to 19__		19__ to 19__		19__ to 19__		19__ to19__	
					BASE YEAR						STANDARD	
	CODE	DESCRIPTION			PLAN	ACTUAL	PLAN	ACTUAL	PLAN	ACTUAL	PLAN	
PRODUCTIVITY		A. Instructional Salaries and fixed charges										
	211,212	Principals, Supervisors	1									
	213	Teachers	2									
	214.1	Librarians	3									
	214.2	Child Services	4									
	214.6	Guidance Counseling	5									
	214.8	Improvement of Instruction	6									
	215.3	Secretarial, Clerical Assts.	7									
	215.5	Substitutes, Part-time	8									
	219	Aides	9									
		Other Instr.Salaries(All Funds)	10									
		Fixed Charges	11									
		Instr. Sal. & Fixed Charges	12									
		B. Supplies and Services										
	220	Instr. & Related Supplies	13									
	226	Textbooks	14									
	227	Library Books & Instr. Matr.	15									
	236	Contracted Services	16									
	245	Travel Expenses	17									
	290	Other Instructional Expenses	18									
	295	Inservice Training	19									
		Other Supls.& Serv.(All Funds)	20									
		Instr. Supplies and Services	21									
		Total Instr.Sal.,Supls.,& Serv.	22									
		Enrollment (in Adm) FTE	23									
		Cost Per Student	24									
		Program Productivity Index	25									
QUALITY (OUTPUT)		Achievement	26									
		Attrition or Mobility	27									
		Humanization: Personal Attention	28									
		" : Interest & Motivation	29									
		" : Relevance	30									
		Humanization (Average 28-30)	31									
		PROGRAM QUALITY INDEX	32									
TOTAL		PROGRAM PERFORM. INDEX	33									

INFLATION FACTOR:

EXHIBIT 2

PROGRAM PERFORMANCE PLAN

PROGRAM	READING PROGRAM Washington Elementary School		PREPARED BY: F.M. APPROVED BY: A.B.		DATE 9/74 DATE		PRELIMINARY X FINAL			
CRITERIA	ACCOUNT CODE	DESCRIPTION	LINE	ALLOC.	1973 to 1974 BASE YEAR PLAN	1973 to 1974 BASE YEAR ACTUAL	1974 to 1975 PLAN	1974 to 1975 ACTUAL	1975 to 1976 PLAN	1975 to 1976 ACTUAL	1976 to 1977 STANDARD PLAN
PRODUCTIVITY		A. Instructional Salaries and fixed charges									
	211,212	Principals, Supervisors	1	A		4,518	4,830		5,170		5,550
	213	Teachers	2	A		25,942	27,800		29,700		31,300
	214.1	Librarians	3	A		3,091	3,310		3,560		3,810
	214.2	Child Services	4	A		13,656	10,520		11,200		12,000
	214.6	Guidance Counseling	5	A		2,717	2,880		3,060		3,250
	214.8	Improvement of Instruction	6	A		309	2,000		2,000		2,000
	215.3	Secretarial, Clerical Assts.	7	A		2,233	2,390		2,560		2,740
	215.5	Substitutes, Part-time	8	A		576	600		640		700
	219	Aides	9	A		2,130	2,280		2,440		2,630
		Other Instr.Salaries(All Funds)	10	A		6,000	4,000		4,300		4,600
		Fixed Charges	11			9,200	9,900		10,600		11,400
		Instr. Sal. & Fixed Charges	12			70,372	70,510		75,230		79,980
		B. Supplies and Services									
	220	Instr. & Related Supplies	13	A		793	850		915		980
	226	Textbooks	14	A		732	785		840		900
	227	Library Books & Instr. Matr.	15	B		549	590		630		675
	236	Contracted Services	16	A		54	58		62		67
	245	Travel Expenses	17	A		162	173		186		199
	290	Other Instructional Expenses	18	B		446	480		515		550
	295	Inservice Training	19	A		252	270		290		310
		Other Supls.& Serv.(All Funds)	20	A							
		Instr. Supplies and Services	21			2,988	3,206		3,428		3,681
		Total Instr.Sal.,Supls.,& Serv.	22			73,360	73,716		78,658		83,661
		Enrollment (in Adm) FTE	23			61	61		61		61
		Cost Per Student	24			1,200	1,210		1,290		1,370
		Program Productivity Index	25			94	100		100		100
QUALITY (OUTPUT)		Achievement	26			55	70		85		100
		Attrition or Mobility	27			90	90		90		90
		Humanization: Personal Attention	28			70	80		90		100
		" : Interest & Motivation	29			60	80		100		100
		" : Relevance	30			80	80		100		100
		Humanization (Average 28-30)	31			70	80		92		100
		PROGRAM QUALITY INDEX	32			71	80		89		98
TOTAL		PROGRAM PERFORM. INDEX	33			82	90		94		99

INFLATION FACTOR: 7%

EXHIBIT 3

PROGRAM PERFORMANCE PLAN
WORKSHEET - SALARIES

PROGRAM												DATE		
STAFF			19__ to 19__			19__ to 19__			19__ to 19__			19__ to 19__		
Account	Name	Funct.	Total	Key	Alloc.	Tot.	Key	All.	Total	Key	Alloc.	Total	Key	Alloc

EXHIBIT 4

PROGRAM PERFORMANCE PLAN
WORKSHEET - SALARIES

PROGRAM WASHINGTON ELEMENTARY - READING PROGRAM													DATE Sept. 1974		
STAFF			1973 to 1974			19__ to 19__			19__ to 19__			19__ to 19__		
Account	Name	Funct.	Total	Key	Alloc.	Tot.	Key	All.	Total	Key	Alloc.	Total	Key	Alloc
211-212	Janes, A.	Princ	20340	.03	622									
	Smith, B.	Dir.	18240	.21	3,896									
	TOTAL				4,518									
	Black, D.	Tchr.	7752	.5	3,876									
213	White, C.		10473	.3	3,142									
	Greene, E.		13725	.3	4,118									
	Blue, F.		8506	.3	2,552									
	Gross, G.		11001	.3	3,300									
	Hobbe, A.		11220	.3	3,366									
	Pomme, N.		13975	.11	1,537									
	Walters, B.		7752	.11	853									
	Brocks, C.		12445	.11	1,369									
	Little, A.		8120	.11	893									
	Wiley, B.		8506	.11	936									
	TOTAL Teachers				25,942									
214.1	Johnson, E.	Libr.	14444	.21	3,091									
214.2	Lieber, F.	C.Ser	10709	.5	5,355									
	Bone, C.		12445	.67	8,301									
	TOTAL				13,656									
214.6	Mitchell, B	Couns	6863	.21	1,469									
	Fine, C.		5830	.21	1,248									
	TOTAL Guidance				2,717									
214.8	Improvement of Instruction				309									
215.3	McCaully, F.	Sect.	4541	.21	972									
	Taro, D.		3830	.21	820									
	Lorey, A.		2063	.21	441									
	TOTAL Secretaries				2,233									
215.5	Substitutes, Part-Time				576									
219	Johnson, A.	Aide	1764	1.0	1,764									
	Townsend, A.		1710	.21	366									
	TOTAL				2,130									
	Other Instr. Salaries													
	Berg, A.	Title1	12000	.5	6,000									
	GRAND TOTAL				61,172									
	Fixed Charges		15.0 %		9,200									
TOTAL ANNUAL SALARIES AND FIXED CHARGES					70,372									

EXHIBIT 5

FULL TIME EQUIVALENT STUDENTS

PROGRAM: WASHINGTON ELEMENTARY SCHOOL - READING PROGRAM

GRADE OR SECTION	STUDENTS	AVERAGE DAILY HOURS OF READING
1 A	24	1.2
1 B	23	1.2
2 A	24	1.2
2 B	25	1.2
3 A	25	1.2
3 B	24	1.2
4 A	26	1.0
4 B	27	1.0
5 A	27	1.0
5 B	27	1.0
6 A	27	1.0
6 B	26	1.0
TOTAL	305	13.2
Average Daily hours of reading/section		1.1
Average daily hours of school		5.5
Ratio of reading to school hours		.2
Full Time Equivalent Students	305 x .2 = 61	

BENEFIT SPECIFICATIONS
PROGRAM:
BENEFIT:
PERFORMANCE INDICATOR:

TEST METHOD AND SPECIFICATIONS

RATING SCALE

POINT VALUE	0	10	20	30	40	50	60	70	80	90	100	110	120

BENEFIT SPECIFICATIONS

PROGRAM: **READING PROGRAM - WASHINGTON ELEMENTARY**

BENEFIT:

PERFORMANCE INDICATOR:

Raw Scores on Metropolitan Reading Test

TEST METHOD AND SPECIFICATIONS

Follow instructions contained in Manual for Administration of Metropolitan Reading Tests (1970)

Forms F and G

Publisher: Harcourt, Brace, Jovanovich

RATING SCALE

RAW SCORES	28.3	30	31.7	33.3	35	36.7	38.3	40	41.7	43.3	45	46.7	48.3
POINT VALUE	0	10	20	30	40	50	60	70	80	90	100	110	120

BENEFIT SPECIFICATIONS

PROGRAM: **READING PROGRAM - WASHINGTON ELEMENTARY SCHOOL**

BENEFIT: **MOBILITY**

PERFORMANCE INDICATOR:

Percent of 6th grade students who began their studies in first grade in the same school.

TEST METHOD AND SPECIFICATIONS

Business office to compile data anaually.

RATING SCALE

Percent of students who began studies in first grade.						30	35	40	45	50	55	60	65
POINT VALUE	0	10	20	30	40	50	60	70	80	90	100	110	120

BENEFIT SPECIFICATIONS

PROGRAM: **READING PROGRAM - WASHINGTON ELEMENTARY SCHOOL**

BENEFIT: **HUMANIZATION: A. Personal attention to students**

PERFORMANCE INDICATOR:

Student/Staff (and adults) Ratio

TEST METHOD AND SPECIFICATIONS

Compute annually the student/staff (and adults) ratio.
This includes aides and volunteers.
Part-time help should be converted to full-time equivalent.
5.5 hours/day = 1 full-time equivalent person.
Supplementary and remedial instruction should be included.

RATING SCALE

Full-time equivalent Persons/Student						27	24	21	18	15	12	9	6
POINT VALUE	0	10	20	30	40	50	60	70	80	90	100	110	120

BENEFIT SPECIFICATIONS

PROGRAM: **READING PROGRAM - WASHINGTON ELEMENTARY SCHOOL**

BENEFIT: **HUMANIZATION: B. Interest level and motivation**

PERFORMANCE INDICATOR:

Degree to which program is interesting and stimulating.

TEST METHOD AND SPECIFICATIONS

Judgment based on student opinion.
It may be desirable to obtain peer evaluation by teachers in addition anually a questionnaire is filled in indicating the following levels:

1. **Dull**
2. **Medium**
3. **Interesting**
4. **Highly stimulating and motivating**

RATING SCALE

Level of Interest							1		2		3		4
POINT VALUE	0	10	20	30	40	50	60	70	80	90	100	110	120

BENEFIT SPECIFICATIONS

PROGRAM: **READING PROGRAM - WASHINGTON ELEMENTARY SCHOOL**

BENEFIT: **HUMANIZATION: C. Relevance**

PERFORMANCE INDICATOR:

Degree to which instruction is relevant and helpful.

TEST METHOD AND SPECIFICATIONS

Annual evaluation by reading director based on classroom visits and review of supplementary materials.

LEVELS:
1. **Lack of relevance**
2. **Medium**
3. **Good Relevance**
4. **Exceptional relevance**

RATING SCALE

Level of relevance							1		2		3		4
POINT VALUE	0	10	20	30	40	50	60	70	80	90	100	110	120

EXHIBIT 12

STUDENT PROGRESS PLAN

Name:	Year:
Grade, Section:	Teacher:

Completion Date		Learning Materials
		A. Basic
		B. Supplementary

ACHIEVEMENT	BEGINNING	DECEMBER	END OF YEAR	
			PROJECTION	ACTUAL
Readiness				
Word Recognition				
Vocabulary				
Comprehension				
Rate				
Total				
Assessment Score				
Minimum Weekly Hours				

EXHIBIT 13

STUDENT PROGRESS PLAN

Name: BROWN, Edwin		Year: 1974/75
Grade, Section: 2 B		Teacher: A. Green

Completion Date		Learning Materials
		A. Basic
		Ginn Series
11/5/74	X	A Duck is a Duck
12/8/74	X	Helicopters and Gingerbread
1/10/75	X	May I Come In
	X	We Are Neighbors
	X	Seven is Magic
	X	Lipincott - Basic Reading
		The Dog Next Door
		How It is Nowadays
		With Skills and Wings
		All Sorts of Things
		B. Supplementary
	X	Readers Digest: Reading Skill Builder
	X	Weekly Reader
		Word Games - S.R.A. Reading Lab 10

ACHIEVEMENT	BEGINNING	DECEMBER	END OF YEAR	
			PROJECTION	ACTUAL
Readiness	90	95	100	98
Word Recognition	30	35	40	45
Vocabulary	16	20	26	27
Comprehension	12	16	19	23
Rate	14	18	24	26
[illegible]	12			
Assessment Score	45		47	48
Minimum Weekly Hours	5.0	5.5		

EXHIBIT 14

PROGRAM PERFORMANCE PLAN

(Using New Accounting and Budgeting System)

PROGRAM | PREPARED BY: DATE PRELIMINARY | APPROVED BY: DATE FINAL

CRITERIA	ACCOUNT OBJECT CODE	ACCOUNT DESCRIPTION	LINE	ALLOC.	19__ to 19__ BASE YEAR PLAN	19__ to 19__ BASE YEAR ACTUAL	19__ to 19__ PLAN	19__ to 19__ ACTUAL	19__ to 19__ PLAN	19__ to 19__ ACTUAL	19__ to19__ STANDARD PLAN
PRODUCTIVITY		A. Instructional Salaries and fixed charges									
	100	Principals, Supervisors	1								
	100	Teachers	2								
	100	Librarians	3								
	100	Child Services	4								
	100	Guidance Counseling	5								
	100	Improvement of Instruction	6								
	100	Secretarial, Clerical Assts.	7								
	100	Substitutes, Part-time	8								
	100	Aides	9								
		Other Instr.Salaries(All Funds)	10								
	200	Fixed Charges	11								
	100&200	Instr. Sal. & Fixed Charges	12								
		B. Supplies and Services									
	400	Instr. & Related Supplies	13								
	400	Textbooks	14								
	400	Library Books & Instr. Matr.	15								
	300	Contracted Services	16								
	332	Travel Expenses	17								
		Other Instructional Expenses	18								
	312	Inservice Training	19								
	400	Other Supls.& Serv.(All Funds)	20								
	400	Instr. Supplies and Services	21								
	400	Total Instr.Sal.,Supls.,& Serv.	22								
		Enrollment (in Adm) FTE	23								
		Cost Per Student	24								
		Program Productivity Index	25								
QUALITY (OUTPUT)		Achievement	26								
		Attrition or Mobility	27								
		Humanization: Personal Attention	28								
		" : Interest & Motivation	29								
		" : Relevance	30								
		Humanization (Average 28-30)	31								
		PROGRAM QUALITY INDEX	32								
TOTAL		PROGRAM PERFORM. INDEX	33								

INFLATION FACTOR: